

# GRADE LEVEL CONTENT EXPECTATIONS

# 1<sup>ELA</sup>

v. 4.04

READING

WRITING

SPEAKING

LISTENING

VIEWING

**Welcome to Michigan's Grade Level Content Expectations! The performance statements contained in this document represent many months of dedicated contribution from classroom teachers, curriculum specialists, academicians, and Michigan Department of Education consultants. They are meant to provide teachers with an outline of learning expectations and will be used to drive grade level assessments throughout the next several years. They by no means represent an entire "curriculum" of learning, nor do they give guidance as to how instruction should be designed or delivered. The craft of instruction is in the hands of the professional.**

The federal *No Child Left Behind Act* of 2001 mandated the existence of a set of comprehensive state grade level assessments that are designed based on rigorous grade level content. In July, 2002, a committee of Michigan English Language Arts leaders conducted a study of more than 100 local and intermediate district, state, national, and international curriculum documents in order to develop the **Grade Level Content Expectations (GLCE)**. Further refined based on extensive feedback, these grade level "targets" truly represent not only the theoretical, research-based content of English language arts, but also the common views and best instructional scope and sequence of exemplary literacy teachers in Michigan.

The twelve English Language Arts Content Standards found in the Michigan Curriculum Framework, common to all grades, are broad curriculum statements that describe what students should know and be able to do by the time they graduate from high school. Following each of the twelve content standards are benchmarks that describe the knowledge and skills students must master in order to achieve particular content standards. The benchmarks were not written at individual grade levels, but for grade level clusters (early elementary, later elementary, middle school, and high school). The GLCE represent a more discreet layer of learning at each grade level and are meant to assist teachers in better preparing students for grade level assessments. School districts across the state have worked to align their local language arts curricula to state content standards and benchmarks. In most cases, this effort is initiated with the process of converting the state grade level benchmarks into individual, K-12 grade level expectations.

The new GLCE capture the rich content of the standards and benchmarks; eliminate much of the redundancy inherent within them; and express in precise and measurable terms what students in grades K-8 should know and be able to do. This document is intended to be an assessment tool with the expectations written so as to convey expected performances by students.

Local and intermediate school districts can use the GLCE as a basis for the development of a well-paced curriculum while providing instructional strategies that can help students attain the concepts and skills necessary to meet these expectations. On the state level, they will be used to develop test and item specifications for the *No Child Left Behind Act* of 2001 requirement of testing all students in grade 3-8 through the Michigan Education Assessment Program (MEAP) and MI-Access, assist in the development of targeted professional development, and guide program planners in focusing resources and energy.

Within the hands of teachers, GLCE will be converted into exciting and engaging learning for Michigan's students. The art of teaching is what makes the content of learning become a reality.

**Phonemic Awareness**

***Students will...***

- demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion
- recognize that words are composed of sounds blended together and carry meaning
- understand the alphabetic principle—that sounds in words are expressed by the letters of the alphabet

**Phonics**

***Students will...***

- use structural cues to recognize one-syllable words, blends, and consonant diagraphs
  - letter/sound
  - onset and rimes
  - whole word chunks
  - word families
  - diagraphs *th, ch, sh*

**Word Recognition**

***Students will...***

- recognize grade 1 frequently encountered words in print and out of context automatically
- be making progress in recognizing the 220 Dolch basic sight vocabulary and 95 common nouns
- use strategies to identify unknown words and construct meaning
  - letter- and word-level cues (i.e., prefixes, suffixes, rimes) more than other cues to recognize the word
  - use semantic context cues (including pictures) and syntactic cues to check word recognition and construct the specific meaning intended (use context cues to select between alternative meanings)

**Vocabulary**

***Students will...***

- use syntactic and semantic cues to determine the meaning of words in grade level appropriate texts
- know the meaning of words encountered frequently in grade 1 reading and oral language contexts
- Grade level vocabulary lists to be developed
- in context, determine the meaning of words and phrases (objects, actions, concepts, content, and English language arts vocabulary) using strategies and resources
- use context clues, mental pictures, questioning

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## **Fluency in Reading**

### ***Students will...***

- apply the following aspects of fluency
  - automatically recognize identified grade 1 high frequency words whether encountered in or out of context
  - read aloud using intonation, pauses and emphasis
  - use punctuation cues (periods and questions marks)
  - independently read aloud unfamiliar text with 95% accuracy in appropriately leveled books

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## **Narrative Text**

### ***Students will...***

- recognize how various cultures and our common heritage are represented in classic and contemporary literature that is recognized for quality and literary merit
- identify and describe a variety of genre including
  - realistic fiction
  - fantasy
  - folktales
- identify
  - problem/solution
  - sequence of events
  - sense of story (beginning, middle, end)
- identify how authors/illustrators use
  - illustrations to support story elements
  - transitional words (e.g., before, after, now, finally) to indicate a sequence of events and sense of story
- respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding

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## **Informational Text**

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### ***Students will...***

- identify and describe a variety of informational genre including
  - simple how-to books
  - science and social studies magazines
- discuss informational text patterns
  - sequential
  - enumerative
- explain how authors/illustrators use text features to enhance the understanding of key and supporting ideas
  - headings
  - titles
  - labeled photographs
  - illustrations
- respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding

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## **Comprehension**

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### ***Students will...***

- activate prior knowledge
- connect personal knowledge and experience to ideas in texts
- retell up to three important ideas and details of familiar simple oral and written text in sequence
- make text-to-self and text-to-text connections and comparisons
- compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding
- map story elements across texts
- graphically represent key ideas and details across texts
- ask questions as they read
- acquire and apply significant knowledge from what has been read in grade level appropriate science, social studies, and mathematics texts

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## **Metacognition**

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### ***Students will...***

- self-monitor comprehension when reading grade level appropriate text
- recognize when meaning is breaking down
- use simple fix-up strategies to increase comprehension
- make credible predictions based on preview of book cover and pictures
- ask questions before, during, after reading
- plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning
- use a graphic organizer to sequence events in a story
- discuss most important ideas and themes in a text
- identify author's perspective
- sort and order information with teacher guidance
- discuss which comprehension strategies worked and did not work with extensive teacher guidance

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## **Critical Standards**

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### ***Students will...***

- develop and discuss shared standards
- begin to self-assess the qualities of personal or other written text with teacher guidance

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## **Reading Attitude**

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### ***Students will...***

- be enthusiastic about reading and learning how to read
- do substantial reading and writing on their own during free time in school and at home

**Students will...**

- write a personal narrative using illustrations and transitional words (before, after, now, finally) to indicate
  - sequence of events
  - sense of story (beginning, middle, end)
  - physical features of characters
- approximate poetry based on reading a wide variety of grade level appropriate poetry
- write an informational piece that addresses a focus question (e.g., What is a family?) using
  - descriptive
  - enumerative
  - sequence patternsthat may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas
- use a teacher-selected topic to
  - write one research question
  - locate and begin to gather information from teacher-gathered sources
  - organize information
  - use steps in the writing process to approximate a published piece

**Writing Process****Students will...**

- with teacher support, consider their audience and purpose for their writing as they begin to use specific strategies including graphic organizers when planning narrative and informational text
- write three or more connected sentences with grade level appropriate grammar; usage, mechanics, and temporary spellings that reflect a close approximation of the sequence of sounds in the word
- incorporate literary language (i.e., once upon a time)
- read drafts of their work to clarify meaning and attempt some revision
- reread their own work aloud and revise to clarify meaning (such as using strong verbs or precise nouns, adding needed information) for their intended audience
- both individually and in groups, attempt to edit their writing/picture by using grade appropriate resources including
  - a word wall
  - a class-developed checklist

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## **Personal Style**

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### ***Students will...***

- develop personal style in oral, written, and visual messages
  - narrative – natural language, specific action, emotion
  - informational – sequence, specific vocabulary, visual representation

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## **Grammar and Usage**

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### ***Students will...***

- in the context of writing, use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point

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## **Spelling**

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### ***Students will...***

- in the context of writing, spell frequently encountered one-syllable words from common word families correctly
- for other words, students will use
  - structural cues (letter/sound, rimes)
  - environmental sources (word walls, word lists)

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## **Handwriting**

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### ***Students will...***

- write upper and lower case manuscript letters legibly

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## **Writing Attitude**

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### ***Students will...***

- be enthusiastic about writing and learning how to write

## SPEAKING

### Speaking Conventions

#### **Students will...**

- use singular and plural nouns
- use contractions (*isn't, aren't, can't, won't*)
- use singular possessive pronouns (*my/mine, his/her, hers, your/s*)
- use conjunctions to express relationships (*because, if, after*)
- use inflected endings (*-s, -es, -ed, -ing, -er, -est*)
- explore and use language to communicate with a variety of audiences and for different purposes
  - requests
  - problem-solve
  - look for solutions
  - construct relationships
  - courtesies
- in spoken informational and narrative presentations
  - use props (photographs and illustrations)
  - maintain appropriate posture, eye contact, and position
- make presentations or reports in standard American English if it is their first language (students whose first language is not English will present their work in their developing version of standard American English)
- be aware that language differs from storybooks and classroom as a function of linguistic and cultural group membership (they can provide examples of language differences in storybooks and the classroom)

### Spoken Discourse

#### **Speaking clearly and audibly in complete sentences students will...**

- engage in substantive conversation, remaining focused on subject matter; with interchanges building on prior responses in the context of literature discussions or paired conversations or other interactions
- tell/retell familiar stories (realistic fiction, fantasy, folktale) using
  - a problem solution pattern
  - appropriate story grammar
  - proper sequence
  - a propwhile maintaining appropriate posture and eye contact
- respond to multiple text types by reflecting, making meaning, and making connections
- plan and deliver presentations or reports using
  - an informational, organizational pattern (descriptive, enumerative, or sequential)
  - appropriate text features (pictures or illustrations)
  - an appropriate propproviding several facts and details to make their point while maintaining appropriate posture and eye contact



<b>LISTENING &amp; VIEWING</b>	<table> <tr> <td data-bbox="537 128 1073 730"> <b>Conventions</b> </td><td data-bbox="1073 128 1573 730"> <p><b><i>Students will...</i></b></p> <ul style="list-style-type: none"> <li>• give, restate, and follow two-step directions</li> <li>• ask appropriate questions during a presentation or report</li> <li>• understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent)</li> <li>• listen to the comments of a peer and respond on topic and add a connected idea <ul style="list-style-type: none"> <li>—eye contact</li> <li>—attentive</li> <li>—supportive</li> </ul> </li> <li>• use effective listening and viewing behaviors in large and small group settings</li> <li>• experience messages from a variety of media and differentiate between sender, receiver, and message</li> </ul> </td></tr> <tr> <td data-bbox="537 730 1073 1957"> <b>Response</b> </td><td data-bbox="1073 730 1573 1957"> <p><b><i>Students will...</i></b></p> <ul style="list-style-type: none"> <li>• listen to or view and discuss a variety of genres</li> <li>• select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit</li> <li>• respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections</li> </ul> </td></tr> </table>	<b>Conventions</b>	<p><b><i>Students will...</i></b></p> <ul style="list-style-type: none"> <li>• give, restate, and follow two-step directions</li> <li>• ask appropriate questions during a presentation or report</li> <li>• understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent)</li> <li>• listen to the comments of a peer and respond on topic and add a connected idea <ul style="list-style-type: none"> <li>—eye contact</li> <li>—attentive</li> <li>—supportive</li> </ul> </li> <li>• use effective listening and viewing behaviors in large and small group settings</li> <li>• experience messages from a variety of media and differentiate between sender, receiver, and message</li> </ul>	<b>Response</b>	<p><b><i>Students will...</i></b></p> <ul style="list-style-type: none"> <li>• listen to or view and discuss a variety of genres</li> <li>• select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit</li> <li>• respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections</li> </ul>
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